

EDWARDS ELEMENTARY

116 Edwards Road
Chesterfield, South Carolina 29709

GRADES K-4 Elementary School

ENROLLMENT 471 Students

PRINCIPAL Nancy S. Eddins 843-623-2351

SUPERINTENDENT H. Kenneth Dinkins, Ed.D. 843-623-2175

BOARD CHAIR Jerry D. Holley 843-335-8420

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 9 | 49 | 38 | 0 | 0 |

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

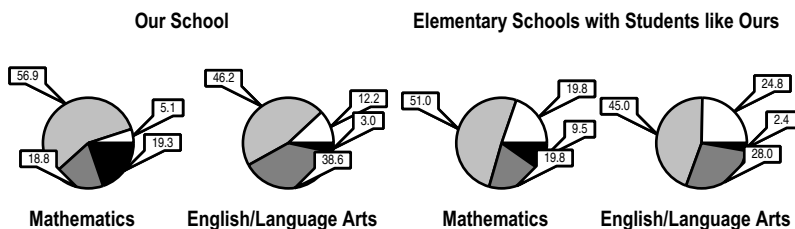
FOR MORE INFORMATION, VISIT WEBSITES AT:




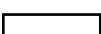
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Average | N/A |
| 2002 | Excellent | Excellent | N/A |
| 2003 | Excellent | Excellent | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 36 | 73 | 72 |
| Percent satisfied with learning environment | 97.2% | 86.1% | 95.8% |
| Percent satisfied with social and physical environment | 100.0% | 87.7% | 83.1% |
| Percent satisfied with home-school relations | 97.2% | 93.2% | 94.4% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 204 | 100.0 | 12.2 | 46.2 | 38.6 | 3.0 | 41.6 | 17.6 |
| Gender | | | | | | | | |
| Male | 107 | 100.0 | 17.3 | 46.2 | 33.7 | 2.9 | 36.5 | 17.6 |
| Female | 97 | 100.0 | 6.5 | 46.2 | 44.1 | 3.2 | 47.3 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 112 | 100.0 | 8.3 | 35.2 | 51.9 | 4.6 | 56.5 | 17.6 |
| African-American | 90 | 100.0 | 17.2 | 60.9 | 20.7 | 1.1 | 21.8 | 17.6 |
| Asian/Pacific Islander | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 158 | 100.0 | 9.7 | 40.0 | 46.5 | 3.9 | 50.3 | 17.6 |
| Disabled | 46 | 100.0 | 21.4 | 69.0 | 9.5 | N/A | 9.5 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 204 | 100.0 | 12.2 | 46.2 | 38.6 | 3.0 | 41.6 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 204 | 100.0 | 12.2 | 46.2 | 38.6 | 3.0 | 41.6 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 119 | 100.0 | 17.4 | 60.9 | 20.9 | 0.9 | 21.7 | 17.6 |
| Full-pay meals | 85 | 100.0 | 4.9 | 25.6 | 63.4 | 6.1 | 69.5 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|-----|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 204 | 100.0 | 5.1 | 56.9 | 18.8 | 19.3 | 38.1 | 15.5 |
| Gender | | | | | | | | |
| Male | 107 | 100.0 | 3.8 | 63.5 | 19.2 | 13.5 | 32.7 | 15.5 |
| Female | 97 | 100.0 | 6.5 | 49.5 | 18.3 | 25.8 | 44.1 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 112 | 100.0 | 2.8 | 43.5 | 25.0 | 28.7 | 53.7 | 15.5 |
| African-American | 90 | 100.0 | 8.0 | 74.7 | 10.3 | 6.9 | 17.2 | 15.5 |
| Asian/Pacific Islander | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 158 | 100.0 | 3.9 | 50.3 | 21.3 | 24.5 | 45.8 | 15.5 |
| Disabled | 46 | 100.0 | 9.5 | 81.0 | 9.5 | N/A | 9.5 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 204 | 100.0 | 5.1 | 56.9 | 18.8 | 19.3 | 38.1 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 204 | 100.0 | 5.1 | 56.9 | 18.8 | 19.3 | 38.1 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 119 | 100.0 | 7.0 | 71.3 | 13.0 | 8.7 | 21.7 | 15.5 |
| Full-pay meals | 85 | 100.0 | 2.4 | 36.6 | 26.8 | 34.1 | 61.0 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 89 | N/A | 14.6 | 31.5 | 48.3 | 5.6 | 53.9 |
| | Grade 4 | 116 | N/A | 10.3 | 52.6 | 37.1 | N/A | 37.1 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 107 | 100.0 | 9.6 | 44.2 | 41.3 | 4.8 | 46.2 |
| | Grade 4 | 97 | 100.0 | 15.1 | 48.4 | 35.5 | 1.1 | 36.6 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 89 | N/A | 10.1 | 50.6 | 25.8 | 13.5 | 39.3 |
| | Grade 4 | 116 | N/A | 12.1 | 43.1 | 25.0 | 19.8 | 44.8 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 107 | 100.0 | 6.7 | 63.5 | 18.3 | 11.5 | 29.8 |
| | Grade 4 | 97 | 100.0 | 3.2 | 49.5 | 19.4 | 28.0 | 47.3 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 471) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 0.4% | Down from 0.6% | 2.6% | 2.4% |
| Attendance rate | 95.7% | Up from 94.7% | 95.8% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 14.6% | Up from 11.8% | 13.0% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 9.0% | Down from 10.2% | 8.5% | 8.0% |
| Older than usual for grade | 0.2% | N/A | 1.0% | 1.1% |
| Suspended or expelled | 0.0% | Down from 0.2% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 55.9% | Up from 51.5% | 45.1% | 50.0% |
| Continuing contract teachers | 94.1% | Up from 93.9% | 86.2% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 92.3% | Up from 90.0% | 86.4% | 86.2% |
| Teacher attendance rate | 95.6% | No change | 95.2% | 95.3% |
| Average teacher salary | \$38,529 | Up 0.8% | \$39,394 | \$39,909 |
| Prof. development days/teacher | 16.3 days | Up from 12.8 days | 11.3 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio | 18.9 to 1 | Down from 19.9 to 1 | 18.8 to 1 | 18.9 to 1 |
| Prime instructional time | 89.8% | Up from 88.5% | 89.5% | 89.7% |
| Dollars spent per pupil* | \$4,736 | Up 6.1% | \$5,667 | \$5,892 |
| Percent spent on teacher salaries* | 69.3% | Up from 68.9% | 66.7% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Be the Best You Can Be" - that's the slogan that adorns the entrance to Edwards Elementary School and continues as the focus of administrators, faculty, support personnel, and students. Edwards' well-deserved reputation for providing its students a strong educational background was recognized on the state and national levels in 2003 when we were named a "No Child Left Behind/National Blue Ribbon Finalist" for South Carolina. Our school was also the proud recipient of a Palmetto Gold Award in recognition of student academic achievement.

We continue to live up to our school's initials and motto, "Educating Everyone Successfully", by providing every child the opportunity to succeed. Our improvement on PACT scores for all categories of students far exceeded the state's average, and we have made significant strides in meeting the goals of the No Child Left Behind (NCLB) Act.

Realizing the value of supportive, informed parents, our school provided monthly parent awareness workshops to explain instructional approaches and best practices in which our students engaged daily. We also opened the school library two Saturdays a month for parents to visit and bring their children.

Two additional teachers achieved National Board Certification, increasing our total to five. Seven teachers received advanced degrees during the 2002-2003 school year.

Our school continues to have an "all clear" accreditation classification from the State Department of Education, with all teachers being "highly qualified."

The staff of Edwards Elementary continues to support community service projects. For the third year, we have been recognized for raising over \$5,000 for Relay for Life. Our volunteer program hours increased again this year, allowing us to meet our district goal.

Our slogan, again, captures the essence of what we are all about. Edwards is truly a school that believes every child can learn and experience success!

Nancy Eddins, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.